

Master of Arts in Missiology

Student Handbook

Assemblies of God Graduate School of Theology
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THE ASSEMBLIES OF GOD GRADUATE SCHOOL OF THEOLOGY

History of the School

The West Africa Advanced School of Theology (WAAST) began in 1971 with a three-year, two-semester-per-year program leading to an Associate of Theology degree. In 1979, the Board of Governors upgraded the program to a Bachelor of Arts degree in Bible and theology for the English section. The first graduating class to receive the bachelor's degree was the class of 1980.

In 1986 the program was upgraded again to the Bachelor of Theology degree in both the English and French sections. With an increasing number of clergy holding bachelor degrees and the difficulty in sending them overseas for further education, WAAST announced the launching of a graduate program to begin in May 1994. Thus the Assemblies of God Graduate School of Theology (AGGST) was founded.

Recognizing the centrality of *Missio Dei* (God's mission) in the Scriptures and the purpose of God, AGGST held the conviction that the first graduate major should be in the area of missiology. Eighteen students were admitted into the new graduate program in May 1994. They represented six nations of Africa and the United States of America. The program attracted students from several nations because it combined academic excellence with Pentecostal commitment. The program is now recognized as one that meets high standards of scholarship and yet provides the practical emphasis on ministerial skills and knowledge to enhance the ministerial performance of its students.

Purpose of the Master of Arts Program

The Master of Arts in Missiology degree is designed for men and women whose ministerial skills and demonstrated competence qualify them for continued education at the master of arts level. In offering this degree, AGGST manifests its conviction that the Christian ministry should be enhanced as it faces the contemporary world. Ministers should be encouraged to improve their skills and enlarge their vision in order to be the most effective ministers of Jesus Christ.

Excellence in Ministry

The program is committed to the achievement of excellence in ministry in Africa and any other place in the world where the Lord sends His servants. The purpose is that graduates might advance the knowledge and skills needed to enable them to carry out *Missio Dei* to the nations of the world as pastors, evangelists, missionaries, Bible college teachers, and administrators.

The Church exists to glorify and worship God, edify its members, and make disciples in all nations of the world. Theological education has the primary task of equipping the servants whom the Lord has called to lead His Church in worship and to reach the world (Eph 4:16). The program intends to carry research and study through to action. Biblical theology and practice are applied to the needs of people. The theoretical part of the program is intellectually demanding, but the application of that body of knowledge is much more challenging.

Excellence in Applied Research

The Master of Arts in Missiology degree does not neglect research, because research is a necessary tool in any educational program. Research at AGGST is associated with practice rather than pure academics. This is demonstrated in the structure of the delivery system of the program. All courses are offered in block sessions, permitting the students to remain in their various positions of ministry.

The final phase involves the writing of a thesis related to the student's ministry. It requires a high level of competence and skill as the studies are applied to the context of practical ministry. AGGST conceptualizes the Master of Arts in Missiology degree program as a part of a lifelong process of personal development and cultivation of experiences leading to excellence in the function of ministry. Excellence in ministry comprises at least these components:

- an understanding of biblical materials at a significant level
- a growing knowledge of theology, particularly missiology, and its practical application
- a greater awareness of the social, political, and ethical dimensions of the Christian faith
- an increased sensitivity to the problems and potential of people
- a high level of competence in written and oral communication
- an acquaintance with a wide range of media
- an ability to transcend cultural differences and traditions with innovative outreach methods
- an ability to go beyond the traditional techniques of ministry, using more effective methods of ministry
- a steadily maturing relationship with God and an increasing understanding of servanthood

Admission to the Master of Arts Program

An applicant is required to hold an acceptable bachelor's degree, with a 3.0 minimum grade point average, for admission into the Master of Arts degree program. Applicants must have a minimum of 24 semester credit hours in biblical and theological studies, with a balance in Old and New Testament studies. If an applicant does not use English as his first language, he must successfully pass an English examination. An 80% pass is required for English-speaking students and a 70% pass for French students. All necessary transcripts must be received by the registrar before attending the first session.

The Academic Affairs Committee of WAAST/AGGST, chaired by the director of graduate studies of AGGST, has jurisdiction over the Master of Arts degree program.

All applications are referred to the registrar's office. When all members of the Academic Affairs Committee have reviewed the application, it is presented to the committee for a decision. The registrar then notifies the applicant of the decision.

The registrar's office then sends the applicant the syllabi for the first four core courses and gives information about the dates, lodging, and fees for the courses. Students should not come to the graduate sessions with other family members unless the family members are also enrolled as students. Prior approval from the school is required for the admission of anyone into housing on campus.

The director of graduate studies meets with all new students during the first week of session for an introduction to the Master of Arts program. He will provide information concerning the sequence of courses and thesis work, standards for writing, and use of the

library. Time will be given for answering questions.

Students enrolled in the Master of Arts program may withdraw at any time by notifying the school in writing, stating the reason for the withdrawal.

Financial Policies

Full payment of tuition and fees is due at registration on the first day of each session. Tuition for independent study is the same rate as tuition for regular sessions. Tuition is also required of all students enrolled for thesis credit.

The cost of books and other materials is in addition to tuition charges. All tuition and fees are subject to periodic review by AGGST and may be changed. Current fee schedules may be obtained from the registrar's office.

AGGST Library and Bookstore

Currently the AGGST and WAAST library holds over 20,000 books, plus many journals and other media. Library hours are posted on the door of the library.

Professors may place books on reserve in the library for class use. Reserve books are kept at the circulation desk and must be used in the library during library hours. Reserve books may be checked out overnight within half an hour of library closing time and then must be returned immediately the next morning. Fines for overdue reserve books is 500 cfa, plus 50 cfa per hour.

Reference books must be used in the library and may not be checked out. When students have finished using books from the library shelves, they should leave them on the tables. Only the library staff is allowed to re-shelve books. Graduate students are encouraged to make full use of the library and to seek the aid of library staff when needed.

The AGGST and WAAST bookstore attempts to stock all books required for the Master of Arts courses. Students are required to pay for textbooks in cash, as the bookstore does not allow credit accounts. Bookstore hours are posted on the door for each session.

Courses of Study in the Master of Arts Program

First Phase: Four Core Courses (12 semester credit hours)

| | |
|--------|---------------------------------|
| THM501 | Biblical Theology of Missions |
| GEN501 | Methods of Research |
| BIB501 | Old Testament Genres and Issues |
| BIB502 | New Testament Genres and Issues |

Second Phase: Four Required Courses (12 semester credit hours)

| | |
|--------|---------------------------------------|
| HIS601 | Worldwide Expansion of Christianity |
| THM601 | Beyond the Indigenous Church |
| GEN601 | Writing for the 21st Century |
| MIS601 | Socio-political Context of the Church |

Third Phase: Comprehensive Examination

Fourth Phase: Four Additional Courses (12 semester credit courses)

| | |
|--------|-------------------------------------|
| MIS602 | Cross-cultural Ministry to Children |
| BIB602 | Pentecost in Lucan Literature |
| REL602 | Contemporary African Theology |
| LDS501 | Foundations of Christian Leadership |
| CED501 | Christian Education |

Fifth Phase: Writing of Thesis

Course Descriptions

THM501 Biblical Theology of Missions

This course surveys the biblical themes of *Missio Dei* and the kingdom of God, which are seen as the unifying concepts of the Bible and the primary vehicles for the biblical theology of missions. In addition to a consideration of the evangelistic mandate of the church, attention is given to the biblical foundation for sociohumanitarian ministry. Students are challenged to respond personally to the biblical theology of missions and to evaluate the church's contemporary involvement in *Missio Dei*.

GEN501 Methods of Research

This course is designed to acquaint the graduate student with research methodology and key bibliographies in the areas of theological, biblical, and historical studies. In the professors' packet is included sample readings of informative literature that will aid the student in preparing a scholarly research paper. It will guide the student in preparing a meaningful bibliography on a selected subject. Suggestions are included on how and where to collect and use non-book materials that have theological and historical importance.

BIB501 Old Testament Genres and Issues

This is a study of the *Missio Dei* motif on the Old Testament. The course highlights the diachronic treatment of key Old Testament theological issues, and discusses practical application of such concepts within today's church.

B1B502 New Testament Genres and Issues

This course explores the literary and rhetorical aspects of the New Testament and historical-critical issues related to understanding the theology of the New Testament. The various theological themes and motifs of the New Testament are investigated. An attempt is made to develop a synthesis of the overall message of various New Testament authors. The continuing relevance and significance of the New Testament for the church today is considered.

HIS601 Worldwide Expansion of Christianity

This course surveys the expansion of Christianity from the first century to the present. Special attention is paid to the role of secular and church forces which contribute to the different stages of missionary effort of the church. Students also study the history of missions within their own country, place that history within the context of global missions history, and discuss the role of secular world trends which affect the church's work of evangelization in their country.

THM601 Beyond the Indigenous Church

This course highlights the mission of the church as seen from a biblical perspective. A theology of mission is developed with a scope far beyond that often envisioned in the historic quest for an indigenous church. Questions addressed include:

- What is the relationship of the church to the world (*kosmos*)?
- Why is it said that the concept of "indigenous church" has sometimes been understood to have restricted the missionary vision of the church?
- What are the long-term effects resulting from seeing the church as a "missionary church"?
- How may a church organize to achieve its missionary objectives?
- What are the implications for missionary strategy resulting from seeing mission as the mandate of the entire "people of God"?

GEN602 Writing for the 21st Century

This course describes the characteristics of a successful Christian writer, surveys the types of literature that should be published today, provides opportunity and guidance for performing several writing projects, and outlines possibilities and procedures for launching into publishing in Africa today.

MIS601 Socio-political Context of the Church

The goal of this course is to equip students to be more effective ministers and missionaries of the gospel, competent to minister to whole persons in a variety of social, political, and economic environments. Students become familiar with the history of the church's involvement in social transformation from apostolic times until the present, engage in a fresh study of the biblical basis of evangelism and social responsibility, and learn of modern evangelical efforts to redefine the relationship between evangelism and social responsibility. An attempt is made to know more about how to plant viable churches among the poor and to evaluate liberation theology. A study of the biblical perspective on mission-state and church-state relations is done, learning when to obey human laws and when to disobey them.

M1S602 Cross-cultural Ministry to Children

This course examines the developmental stages of children's growth, inquiring into how to reach and teach children at every stage. The course explores patterns for organizing, administering, and supervision of a children's ministry program in a growing church. Students study special strategies for communicating the gospel to children, with additional emphasis on ministry to children in cross-cultural settings. To accomplish this goal, students examine concepts toward children found in the Third World countries of Africa.

BIB602 Pentecost in Lucan Literature

The intent of the course is to present an exposition of the pneumatology of the Lucan literature. The student is asked to evaluate the biblical data historically, grammatically, and contextually. The student is required to analyze the structure of Luke and Acts and determine the relevance for understanding Luke's strategy when reporting about the activity of the Holy Spirit. The student will trace the development of the prophethood of all believers through its origin on the Day of Pentecost, its community expression, and the six examples of prophets about whom Luke reports; namely, Stephen, Philip, Barnabas, Agabus, Peter, and Paul. Finally, the student is asked to do a critical evaluation of some contemporary approaches to the hermeneutics of Luke and Acts as historical narrative.

REL602 Contemporary African Theology

The student surveys the nature of the kingdom of God in Africa over the centuries, with emphasis on how the African Church has interpreted the kingdom of God. A study is made of selected theological themes of several major independent church movements in Africa. Special attention is given to apparent methods of biblical contextualization in attempts to achieve relevancy to the culture. The danger of syncretism is examined.

LDS501 Foundations of Christian Leadership

This is a special study focusing on fundamental principles and practices for effective spiritual leadership. The course examines theological foundations that impinge upon pastoral management, emphasizes primary traits required for effective pastoral service, explains foundational skills specific to pastoral ministry, and enhances the student's ability to work with people in fulfilling the mission of the church.

CED501 Christian Education

This course defines a biblical philosophy of Christian education, surveying historical patterns of education and biblical methods of education. The focus is made to determine distinctly Christian ways for educating so as to enable persons to know God. The lessons aim to answer basic questions such as, "What ought to be done in the classroom?" and "How do I motivate people to do God's will?" Successful teaching methods used by Christian educators are surveyed with the goal to improve teaching within the home, church, and school. The class aims to challenge leaders to organize, administer, and evaluate a superior Christian education program in a growing church.

Grades, Transfer Credits, Attendance, and Independent Study

The Master of Arts program uses the following grade scale:

| | | | |
|----|------|----|------------|
| A | 4.00 | A | 9.6 - 10.0 |
| A- | 3.70 | A- | 9.4 - 9.5 |
| B+ | 3.30 | B+ | 9.1-9.3 |
| B | 3.00 | B | 8.9-9.0 |
| B- | 2.70 | B- | 8.6 - 8.8 |
| C+ | 2.30 | C+ | 8.3 - 8.5 |
| C | 2.00 | C | 7.9 - 8.2 |
| C- | 1.70 | C- | 7.7-7.8 |
| D+ | 1.30 | D+ | 7.5 - 7.6 |
| D | 1.00 | D | 7.3-7.4 |
| D- | 0.70 | D- | 7.0 - 7.2 |
| F | 0.00 | | |

In the event a student receives a grade that is lower than “B” (3.0) in any course during the first year (initial four core courses), he will not be admitted to the next course. If a student receives a failing grade during the second year (after completion of the first four core courses), he will be required to follow instructions by the professor for revision work to achieve a pass. A second failure will result in automatic dismissal from the program.

Transfer of credit from other approved seminaries is limited to twelve semester credit hours. No credit is given for undergraduate work, including hours taken in a bachelor of theology degree program.

Normally students do not audit classes in the Master of Arts degree program. Exceptions may be approved by the Academic Affairs Committee and a professor. In considering such a request, the reasons for auditing and qualifications of the applicant are considered.

Minimum enrollment for a class is five students. A course with pre-registration of less than five students may be cancelled.

Occasionally a course may be taken by independent study under the close supervision and direction of an AGGST professor. Normally an additional amount of reading is required for independent study. A student must demonstrate unusual academic strength in graduate work to qualify for permission to enroll in an independent study course. The professor in charge will set requirements consistent with the standards for graduate work. At appointed times the student will interact with the professor concerning his reading and writing. Only one independent study by any student is allowed in the Master of Arts program.

Course Syllabus and Term Papers

Professors prepare a course syllabus for each student, with a copy submitted in advance to the academic dean. The syllabus includes the course description, objectives, textbooks, requirements, evaluation, and outline. The minimum reading for each course should be 1,000 pages or more. The graduate school expects every course to have a report on collateral reading, a final exam, and a term paper of at least fourteen pages in length.

Term papers assigned in class are due no later than September 15. Students should

submit papers to the academic dean's office, where the date of receipt will be stamped. Professors are asked to return all graded papers to the school, together with the final course grades, by December 31.

The Comprehensive Examination

The comprehensive examination is taken after the completion of the core and required courses (twenty-four credit hours), before the student is allowed to continue in the final four courses and writing of the thesis. The examination is based on three of the four core courses:

| | |
|--------|---------------------------------|
| THM501 | Biblical Theology of Missions |
| BIB501 | Old Testament Genres and Issues |
| BIB502 | New Testament Genres and Issues |

The examination may be taken any time after the successful completion of the first eight courses. It is taken at AGGST in Lomé or with an approved proctor in the student's country of ministry. A grade of 3.0 (4.0 maximum) is required to pass the examination.

If a student fails to achieve the minimum passing grade in the comprehensive examination, he is required to review the area(s) found insufficient. The student may then take another examination specific to the area of weakness. However, the student cannot take the second remedial examination until he has completed at least six months in reading and reviewing in the area of weakness. If the student fails to achieve a minimum grade in the second examination, he is dismissed from the program.

When a student successfully completes the comprehensive examination, the director of graduate study sends him an official letter. The student is then advanced to candidacy status.

Graduation Policy

It is the policy of AGGST that graduating students attend the graduation ceremony. If there are extenuating circumstance that make travel to Lomé difficult, a petition may be sent to the director of graduate studies to allow graduation in absentia.

The registrar's office has applications for graduation. Candidates for graduation should submit this application for graduation to the registrar at least six months prior to graduation. Failure to apply for graduation indicates that the candidate does not intend to graduate in the same year.

All thesis work must be completed and signed by November 15 of the graduating year. All financial obligations must be met before graduation. AGGST loans the academic regalia for the ceremony. However, a student may purchase his own regalia if he pays for it in advance. All inquiries should be made with the Registrar's office.

The Student Mentoring Program

The mentor is a member of the AGGST faculty. The Academic Affairs Committee assigns a student to a mentor for counsel and direction from the time the thesis proposal is begun to the submission of the final paper.

The Academic Affairs Committee appoints the mentor on recommendation of the director of graduate studies, and in consultation with the student. Appointment is made

during the second year of studies. The committee also selects a second reader for each student, acting on the recommendation of the director of graduate studies. The mentor then assumes responsibility for the student in the research and writing of the thesis. The mentor certifies to the Academic Affairs Committee when the student has successfully completed the program and recommends that the student be approved for graduation.

The mentor assists students by

- being available for consultation with the student for the selection and focusing on a particular thesis topic;
- reading and evaluating all written materials submitted by the student during the writing of the proposal and thesis;
- reading, correcting, and promptly returning each chapter of the thesis as a student submits it, evaluating content, grammar, style, punctuation, footnotes, and bibliography;
- giving tentative approval to each chapter when the recommended revisions and corrections have been made;
- reviewing the completed whole first draft before it is submitted to other members of the committee;
- reading and approving the final complete revision that the student submits after making suggested corrections.

GUIDELINES FOR THE MASTER OF ARTS THESIS

Description of the Thesis

Introduction

The Master of Arts (M.A.) thesis is an extensive, ministry-related scholarly paper for which the student earns six hours of graduate credit. The thesis demonstrates the student's ability to relate fundamental theological and biblical principles to the practice of ministry. The thesis establishes the student's ability to do careful research, meet high academic standards, and contribute to the knowledge of Christian ministry.

Selection of the Topic

As a student begins his program, he should seek to find a potential thesis subject, or to discover an area of interest that is suitable for the development of his own skills. The student should focus on an issue that promises benefit to Christian ministry and furthers theological knowledge. The thesis must be ministry related and involve the actual practice of ministry; that is, the student should not plan a thesis on a purely theological subject without linking it to some aspect of field ministry. The subject must lend itself to depth of study in order to qualify as a work of graduate-level quality.

The final document must demonstrate a number of important aspects of the student's development. These include the ability to

- write in a clear and scholarly manner in English,
- evaluate critically the literature relevant to the student's interests,
- ask significant ministry questions and then seek answers to those questions,
- work without direct supervision in conducting extensive independent study and field research, in consultation with the mentor.

Length

The overall length of the thesis should be eighty to one hundred pages of text, excluding bibliography, appendices, etc. This page limit will encourage the student to address, with adequate depth, only one major research question or area of ministry practice.

Literature Review

The student must not only demonstrate a solid grasp of the literature, but must also exhibit critical thinking skills about the literature. Further, the student must demonstrate the relevance of the literature selected to the overall research topic.

Field Research

Field research is a normative part of the thesis. All field research must have a direct bearing on the question or problem being addressed, as demonstrated by the conclusions reached at the end of the literature review.

Evaluation

The readers¹ will judge the thesis' acceptability as a scholarly work in reference to

- content (literature review, methodology, conclusions, synthesis, etc.)
- style (sentence and paragraph construction, grammar, spelling, and adequate utilization of the style manual²).
- ministry relevance (e.g., Does this document make a significant contribution to the student's readiness to do theology in the African context and to pursue independent self-directed study in the future?)

Steps to Completing the Thesis

The Thesis Topic

At the beginning of the second year of studies (after completion of 12 or more credit hours of graduate work), the Academic Affairs Committee assigns a mentor to the student. In the initial consultations with the mentor, the student explores possible topics until both student and mentor are agreed. This exploration normally involves an open sharing of ideas, interests, and concerns related to ministry. It is a time of narrowing the topic to one that satisfies the constraints of the paper.

The student should keep in mind two questions in the process of selecting a thesis topic:

- What are the greatest problems I face in my ministry?
- What topic seems to need the greatest research and development as I seek greater effectiveness in ministry?

The student should state the objectives he hopes to accomplish in his ministry as a result of the project. The student should state how people will benefit from the project.

¹ See the following section.

² The approved style manual for the paper is the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian.

Thesis Topic Approval Form

The “M.A. Thesis Topic Approval” form should be signed by the mentor. A copy of the form is included at the end of this manual, appendix A. Approval should be given on this form before the student proceeds to the next step of writing the proposal. Then the proposal should be approved by the mentor before the student proceeds with more research and writing. Final approval of the topic comes from the Academic Affairs Committee.

The Proposal

Once he has chosen a subject, the student proceeds to submit his proposal, which is an extended outline of the subject. The proposal should be long enough to present a detailed overview of the intended project. It is a key document in the development of the completed thesis. It identifies the scope of the research and the resulting document, names the methodology to be used in completing the thesis, and most importantly, identifies the reasons the student is pursuing the topic.

Specific elements to include in the proposal are:

- the identification of the thesis topic
- an explanation of how the student became interested in the topic
- the identification of the “problem” to be addressed by the thesis. The problem of any study is defined in reference to a gap or “hole” in the body of knowledge related to the topic.
- a brief statement of the purpose of the study. This statement will normally be a logical extension of the identification of the “problem.”
- the identification of expected findings or hypotheses. The student should have some expectation for what he will find as a result of the study. Salient references to the literature may be made here to establish the justification for the statements of expected findings.
- the identification of the methods that will be used in investigating the topic. Normally this will involve one or more methods of field research and applied ministry that build upon library research. The methodology selected may include a variety of field research approaches. The relevance of a given field-research method to the topic must be clear. The student must bear all expenses associated with his field research.
- the definition of key terms

Research and Writing

After the proposal has been approved by the mentor, the student should continue research and begin the writing of the thesis. The normal length of time for research and writing is nine to twelve months. The student should submit portions of the manuscript to the mentor for evaluation, as they are completed. A chapter-by-chapter flow of material from the student to the mentor is the best procedure.

Deadlines

The deadline for the first draft to be completed and submitted to the student's mentor is May 1 of the year in which graduation is anticipated. The project in its final and corrected form will be submitted no later than October 1 of the same year of graduation.

Completed First Draft

When the mentor has approved the entire thesis, the student will then submit four draft copies of the work. Readers include the Director of Graduate Studies, the student's mentor, and an additional appointed reader. This is the draft copy, not the final copy. Advisers will then have the option of suggesting further recommendations for change and correction.

Revisions and Final Paper

The student must make subsequent revisions and corrections to the work after the readers have reviewed it. It is the mentor's responsibility to approve the whole final revised paper prior to final typing and to certify to the Academic Affairs Committee that the student has satisfactorily completed the program. Two copies of the final revised paper should be submitted no later than October 1 of the year of graduation. One is for the AGGST library and one becomes the property of the graduate.

Thesis Preparation

The thesis must be typed either by typewriter or computer word processor, and must be clear and legible. The thesis should be presented as loose sheets of paper, in correct page order, without binding of any type. It may be presented inside a paper folder or in a large envelope.

A one-and-a-half-inch margin is used on the left, and a one-inch margin on the top, bottom, and right. The right margin must be a ragged margin; that is, the right margin must not be justified as in a book. Each page should be numbered, centered on the bottom of the page on those pages with major headings, and in the upper right corner on other pages.

Time Limit

The time limit to complete the Master of Arts degree program is six years. Any extension beyond that limit requires the approval of the Academic Affairs Committee. A thesis that is unacceptable, in reference to one or more of the requirements listed, must be corrected, edited, and resubmitted. In the event that the student is unable to fulfill the requirements of a thesis after three attempts, he will be terminated from the program without the degree.

Suggested Arrangement for the Content of the Thesis

The Preliminaries

The content of the preliminary pages includes:

- approval page
- title page
- blank page
- dedication page (optional)
- epigraph page (optional)
- table of contents
- list of illustrations (optional)
- list of tables (optional)
- list of illustrations (optional)
- preface and/or acknowledgements (optional)
- abstract

Chapter 1: Introduction

In this chapter, first state the purpose of your thesis, then the techniques you used (e.g., interviews, letters, reading), the boundaries for your topic (such as “This thesis only covers one region of my church, not the whole country), assumptions (what you hope to prove by your thesis), and definitions of especially hard words (theological and secular terms). Begin each section with a subheading. Normally an introduction is from four to seven pages. At the first instance of a biblical quotation, add a footnote to indicate the Bible version you use for your thesis.

Chapter 2: Literature Review

In this chapter you give your analysis of the literature (books, journal articles, letters, newspaper articles, etc) that you read, with your personal interpretation of what the material says and why it is important. You should demonstrate that you understand the material you read, whether you agree with its contents or not. You are free to challenge erroneous theological ideas, but at the same time be prepared to state what most evangelical scholars think on your subject. Your objective is to give such a careful review of the literature that the reader feels you have studied your subject and understand the contents. Don't attempt to summarize the contents of a book or article, but rather state its theme and whether you agree or not. Occasionally you may use a quotation to prove your point. Normally this chapter is from four to seven pages.

Chapter 3: Methodology

In this chapter you will go into more explanation of how you proceeded to do your research. In chapter 1, only briefly state your techniques (e.g., interviews, readings, etc.), but now in chapter 3 give more explanation of how you planned your interviews, what kinds of questions you asked, how many people you asked, etc. Tell also where you

looked for written materials, how much you found, and how you analyzed them. You may also relate how you used biblical truths to arrive at your interpretation of your topic. Chapter 3 should also include the following elements:

- the subjects (or other sources of data) for the study
- the instruments used to produce data (e.g., questionnaire, interview schedule, classroom examination)
- the procedures used in analyzing the data and results

The procedures may include some statistics, tables, and graphs, as well as an explanation of how you organized and summarized your results.

Chapter 4: Results

Chapter 4 is the heart of your paper. In this chapter you present all the results from your reading, interviews, and other research. You begin by repeating your assumption from chapter 1, then give various proofs to show what you have found. You are free to organize this chapter in any way you choose, but remember that this chapter is presenting the results of all you found. Use subheadings, as this will be your longest chapter, of perhaps fifty to sixty pages. Use quotations, charts, graphs, or illustrations where necessary. Make sure you show that your results come from summarizing all your research, and that your results represent a total of what you have learned.

Chapter Five: Conclusion

The final chapter of the thesis provides an opportunity for the student to develop implications for ministry based on the results presented in the previous chapters. It also allows the student to again briefly review the study's findings. It explains why the findings are important, and what the student intends to do with them as he enters full-time ministry. The student may also address the personal impact of the findings on his life spiritually, psychologically, and intellectually. This chapter may also include recommendations for future research that emerge naturally from the conclusions and applications stated in this chapter.

Reference Matter

The reference section of the paper follows this order:

- appendices
- endnotes
- bibliography or reference list
- glossary or abbreviations (optional)

M.A. Thesis Topic Approval Form

Student's name

Mentor's name

Thesis topic (in one sentence)

Background information

Resources

Student's signature _____ Date _____

Mentor's signature _____ Date _____

Approved by Academic Dean _____ Date _____

M. A. Thesis Acceptance Form

Student's name

Title of Thesis:

Mentor's name

I hereby certify that the above named student has successfully completed, to my satisfaction, the writing and revision of his thesis for the Master of Arts Program in the Assemblies of God Graduate School of Theology.

Mentor's signature

Date: